

# St Chad's Patchway CE VC Primary School

## Disability Equality Scheme and Access Action Plan

*"Learning to love, loving to learn."*

### **Introduction and aims:**

We at St Chad's Patchway CE Primary School believe in providing every opportunity to develop pupils', young people's and adults' full potential. We strive to produce an environment where all our pupils, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors.

We are proud to offer a school which we believe is accessible for the broadest range of requirements and needs, including, wheelchair access, disabled toilet facilities and more.

In this scheme we will outline how we can promote disability equality for all pupils, staff, parents, governors and visitors to our school.

### **Background:**

This plan sets out the proposals of the Governing Body to ensure our practices and policies comply with The Special Educational Needs and Disability Act (SENDA) 2001 which extended the Disability Discrimination Act 1995 (DDA) and increase access to education for disabled pupils. The Equality Act 2010 introduced a single Public Sector Equality Duty (sometimes also referred to as the 'general duty') that applies to public bodies, including maintained schools which clarifies previous Duties and forms the basis of this plan.

The Equality Act 2010 replaced nine major Acts of Parliament, as well as almost a hundred sets of regulations, dealing with equality and discrimination. The Act provides a single, consolidated source of discrimination law, covering all the types of discrimination that are classed as unlawful.

The Act uses the term "protected characteristics" to refer to aspects of a person's identity. Treating a person less favourably because they have one or more of these characteristics would be unlawful. The protected characteristics are:

- Age.
- Disability.
- Gender reassignment.
- Marriage and civil partnership.
- Pregnancy and maternity.
- Race.
- Religion or belief.
- Sex.
- Sexual orientation.

In 2014, the DfE released its guidance 'Supporting pupils at school with medical conditions'. The new guidance document reiterates existing good practice that we had already put into practice in St Chad's and clarifies accountability.

We strongly believe that children and young people with medical conditions are entitled to a full education and have the same rights of admission to school as other children. This means that no child with a medical condition should be denied admission or prevented from taking up a place in

school because arrangements for their medical condition have not been made. Our governing body and Senior Staff ensure that arrangements are in place to make sure that such children can access and enjoy the same opportunities at school as any other child. We have a separate policy 'Medical Needs policy statement and procedures' which clarifies in more details the procedures we follow to ensure fair access to all under the umbrella specifically of medical conditions.

The aforementioned duties and guidance require schools to adopt a proactive approach, mainstreaming disability equality into all decisions and activities. St Chad's implements the above and more through the ways listed below, including actively reviewing all our policies, procedures and planned access improvements to remove barriers.

As part of this we ensure that:

- ✓ We treat every pupil equally (this does not mean the same treatment for each pupil, as this policy will explain)
- ✓ We will make reasonable adjustments for disabled pupils, so that we can negate effects of their disability where possible.
- ✓ We do not discriminate against anyone.
- ✓ We do not allow any form of harassment within school.
- ✓ We will promote positive attitudes towards everyone within our school community and the wider world.
- ✓ We will remove barriers where we are able to and offer support where we are unable to remove those barriers.

This policy can be summed up in a very simple way, which is fundamental to all we do in St Chad's – we believe that every child is unique and deserves every chance to explore their gifts and develop their skills and talents. We will work with all pupils, agencies, families, community groups and any others to identify any barriers to this and implement all in our power to ensure that we can give the very best all round education to every child that is in our school.

### **Definitions of disability:**

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ Substantial,
- ✓ Long-term and
- ✓ Has an adverse effect on his/her ability to carry out normal every day activities.

A full set of definitions can be found in Appendix A

### **Making reasonable adjustments**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such playground buddies
- ✓ Ensuring all adjustments to buildings are DDA compliant
- ✓ Denote hazards for the visually impaired as required
- ✓ Flexibility of seating / classroom arrangements to suit need

(b) learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make good progress, we will then evaluate and adapt our practice accordingly,

- ✓ Academic progress is monitored and 'value added' considered,
- ✓ Additional support (small group or 1:1) will be provided where possible,
- ✓ Individual targets and EPs ensure aptness of teaching and learning strategies,
- ✓ Targets will be monitored regularly,
- ✓ Targets and progress towards them will be reported to parents regularly,
- ✓ Using national data, SIMs and internal monitoring in school by all staff, we are able to track and analyse the achievement of all our pupils,
- ✓ Review of policies in school is ongoing,

(c) communication methods

- ✓ Use of interactive whiteboards,
- ✓ Use of ICT resources by pupils,
- ✓ Visual timetables for some pupils,
- ✓ Newsletters to parents,
- ✓ Diary and news pages on the school website,
- ✓ Informal discussions with parents,
- ✓ Telephone messages, text messages, dojo communications and conversations with parents,
- ✓ Information is available electronically and can be converted to other appropriate formats,

The effectiveness of these adjustments will be monitored regularly and opinions are welcomed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Parent forum
- ✓ Staff opinions (teaching and non-teaching)
- ✓ Governors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. St Chad's Patchway CE Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
  6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
  7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
    - Curriculum
    - Equal Opportunities and Diversity
    - Staff Development
    - Health & Safety (including off-site safety)
    - Inclusion
    - Special Needs
    - Behaviour Management
    - School Improvement Plan
    - Asset Management Plan
    - School Brochure and Mission Statement
    - Teaching and Learning File
  8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
  9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
  10. The School Prospectus will make reference to accessibility.
  11. The School's complaints procedure references accessibility.
  12. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
  13. The Plan will be monitored through the Resources and Staffing Committee of the Governors.
  14. The school will work in partnership with the local education authority and Diocesan Authority, in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".
  15. At time of writing, under the current guidance, a relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.
  16. It is anticipated that this policy will be available on the school website and hard copies produced on request at the school office.

This policy and plan should be read in conjunction with the South Gloucestershire’s Accessibility Plan and also the most up to date legislation, which can be found at <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

Signed ..... Chair of governors Date.....

Signed..... Headteacher Date.....

## Appendix A – Definitions of Disability

### The definition of 'disability' under the Equality Act 2010

In the Act, a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past that meets this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

#### **Conditions that are specifically excluded**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

So a person has a disability if he or she has a physical or mental impairment that is:

- Substantial,
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

Disability information can be audited according to type:

Type of Disability	Including but not limited to	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression, diabetes and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

For a more substantial definition please see:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/85038/disability-definition.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/85038/disability-definition.pdf)

**St Chad's Patchway CE Primary School Accessibility Plan 2012-2015**

It is anticipated this plan will develop as needs arise in response to individual pupils and the inevitable changes to school.

**Improving the Physical Access**

<b>Item</b>	<b>Activity</b>	<b>Timescale</b>	<b>Cost £</b>
Accessible car parking	Bays to be signed in accordance with standards	Done.	
Markings on carpark to denote crossing points	Pedestrian access	Done.	
Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as money allows.	Ongoing	
Constant updating of the fabric of the school and its grounds, as well as amenities. This to be done under the specific awareness of access for all.	As explained.	Ongoing	

**Improving the Curriculum Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for teachers on differentiating the curriculum.	Staff training requirements identified as needs arise.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Ongoing, as need arises lots done Ongoing, as need arises lots done	Increase in access to the Curriculum
Training for teachers on differentiating the curriculum.	Teachers with support of Inclusion Leader explore specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that each pupil has equality of access to life- preparation learning. The use of other professional partners has been made available.	Ongoing, as need arises lots done	
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation and aims of the school.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing, as need arises lots done	Increase in access to all school activities for all pupils



Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases – on a specific needs basis.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed specifically across the year, as a stand alone item and in response to needs. Ongoing, as need arises lots done	Increase in access to the Curriculum
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### Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	As needed.	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	As needed.	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all.	As needed.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses as required.	Awareness of target group raised	As needed.	School is more effective in meeting the needs of pupils.

**Improving policies and initiatives**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
Review of all policies as per cycle.	As with all policies through HT, Staff Govs and parents.	Up to date policies, reflecting the need of the school and its community.	Within 2012 was completed and ongoing.	Ongoing – achieved and continuing to update.
Include information and key documents on school website/learning platform	Once written and agreed as above, to be included on aforementioned.	Easy access to such documents.	As they are written and such platforms become open to variety of users.	Achieved. Continually updated.
Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia.	Gain thoughts from the wider community. Explore ways to develop school procedure based on responses. Review yearly.	Respond to needs and continual development of external and internal awareness of a variety of needs.	Ongoing.	
Continue to implicitly and explicitly develop positive attitudes towards disability through the curriculum.	Remind staff and celebrate ongoing successes, while involving this as part of the induction process.	As evident already, development of understanding and empathy in all interactions.	Ongoing.	